



July 2009

DEPARTMENT OF EDUCATION
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 8

Test Date: March 2009
Code: 11341354
SAU: Portland Public Schools
School: Lincoln Middle School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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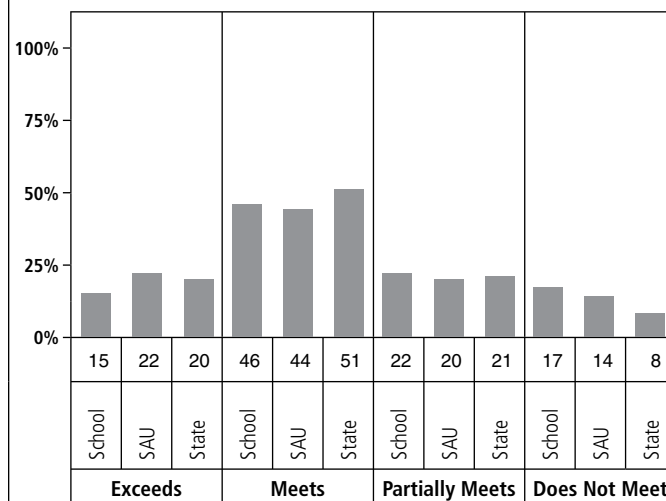
SUMMARY OF SCORES

Test Date: March 2009
Grade: 8
SAU: Portland Public Schools
School: Lincoln Middle School

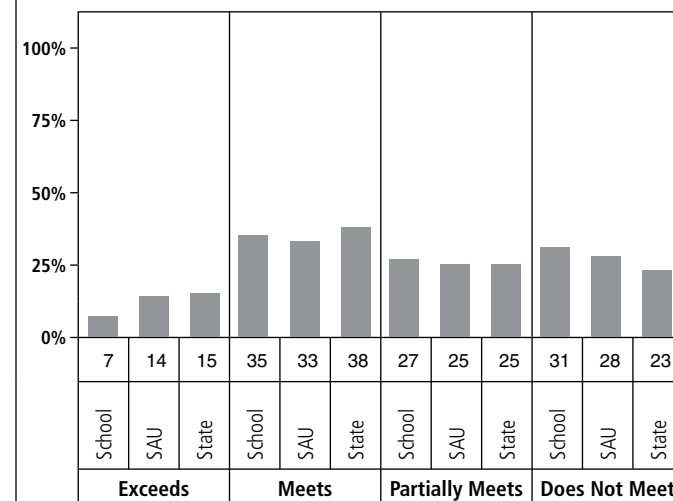
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	845	845	847
2007–2008	849	850	849
2008–2009	846	849	850
Cum. Avg.*	847	848	849
Mathematics			
2006–2007	837	839	842
2007–2008	838	840	841
2008–2009	837	840	843
Cum. Avg.*	837	840	842
Science			
2008–2009 **	838	843	846

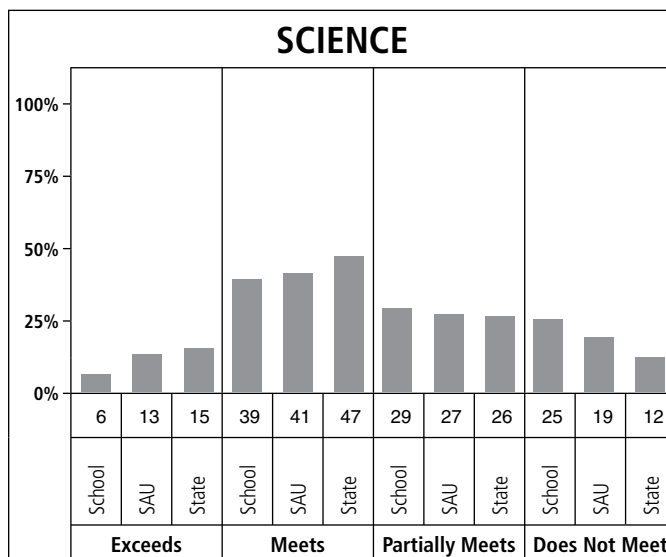
ELA – READING



MATHEMATICS



SCIENCE



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

** Because science standards were reset in May 2009, no historical data are available

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009
Grade: 8
SAU: Portland Public Schools
School: Lincoln Middle School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																	
							ELA-Reading						Mathematics						Science					
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	167	100	497	100	14804	100	159	95	483	97	14659	99	159	95	483	97	14653	99	161	96	484	98	14626	99
Ethnicity African American/Black	40	24	90	18	377	3	35	88	84	93	366	97	38	95	87	97	371	98	39	98	87	97	367	97
American Indian or Native Alaskan	0	0	3	1	119	1	0	0	3	100	117	99	0	0	3	100	115	97	0	0	3	100	116	98
Asian or Pacific Islander	17	10	48	10	238	2	14	82	44	92	232	97	14	82	44	92	234	98	14	82	44	92	234	98
Hispanic	7	4	20	4	192	1	7	100	20	100	188	98	7	100	20	100	191	100	7	100	20	100	190	99
Caucasian/White	103	62	336	68	13878	94	103	100	332	99	13756	99	100	97	329	98	13742	99	101	98	330	99	13719	99
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Identified disability	21	13	78	16	2489	17	21	100	77	100	2434	99	20	95	76	99	2424	98	20	95	76	99	2418	98
Current LEP	43	26	107	22	349	2	36	84	99	93	331	95	39	91	102	95	342	98	40	93	102	95	338	97
Economically disadvantaged	82	49	234	47	5460	37	75	91	222	95	5380	99	78	95	225	97	5377	99	79	96	225	97	5359	98
Migrant	0	0	0	0	6	0	0	0	0	0	6	100	0	0	0	0	6	100	0	0	0	0	6	100

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics						Science					
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	111	66	340	68	12132	82	108	65	338	68	12124	82	109	65	339	68	12169	82
Identified disability (PET/IEP)	5	5	12	4	379	3	4	4	12	4	380	3	4	4	12	4	425	3
LEP	6	5	29	9	166	1	6	6	29	9	169	1	6	6	28	8	168	1
504 plan	2	2	4	1	200	2	2	2	4	1	200	2	2	2	4	1	202	2
Participation with accommodations	47	28	133	27	2349	16	50	30	135	27	2347	16	51	31	135	27	2288	15
Identified disability (PET/IEP)	15	32	55	41	1877	80	15	30	54	40	1862	79	15	29	54	40	1824	80
LEP	30	64	68	51	158	7	33	66	71	53	167	7	34	67	72	53	165	7
504 plan	4	9	4	3	70	3	4	8	4	3	70	3	4	8	4	3	66	3
Other	1	2	19	14	292	12	1	2	19	14	297	13	1	2	18	13	280	12
Participation through alternate assessment (PAAP)	1	1	10	2	178	1	1	1	10	2	182	1	1	1	10	2	169	1
Identified disability (PET/IEP)	1	100	10	100	178	100	1	100	10	100	182	100	1	100	10	100	169	100
LEP	0	0	2	20	7	4	0	0	2	20	6	3	0	0	2	20	5	3
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Approved non-participation in reading – 1st year LEP	0	0	0	0	0	0												
Approved non-participation – special consideration	0	0	1	0	32	0	0	0	1	0	34	0	0	0	1	0	38	0
Non-participation – other	8	5	13	3	113	1	8	5	13	3	117	1	6	4	12	2	140	1

¹Percents are the percentage of students enrolled in each participation category.

²Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2009
Grade: 8
SAU: Portland Public Schools
School: Lincoln Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 862–880)	2006-2007	22	14	75	15	2407	16
	2007-2008	37	26	132	28	3428	23
	2008-2009	24	15	103	22	2857	20
	Cum. Total*	83	18	310	21	8692	19
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 842–860)	2006-2007	75	47	234	46	7494	49
	2007-2008	58	41	189	41	7179	48
	2008-2009	73	46	210	44	7431	51
	Cum. Total*	206	45	633	44	22104	49
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 830–840)	2006-2007	34	21	112	22	3628	24
	2007-2008	22	16	69	15	2706	18
	2008-2009	34	22	93	20	2979	21
	Cum. Total*	90	20	274	19	9313	21
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 800–828)	2006-2007	28	18	87	17	1810	12
	2007-2008	23	16	74	16	1611	11
	2008-2009	27	17	67	14	1214	8
	Cum. Total*	78	17	228	16	4635	10

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	56	100	32.9	58.8	34.5	61.6	35.5	63.4
A1/A2 Interconnected Elements/Literary Text	20	36	11.5	57.5	12.1	60.5	12.3	61.5
A1/A3/4 Interconnected Elements/Informational Text/Persuasive Text	36	64	21.4	59.4	22.4	62.2	23.2	64.4

The MEA measures student achievement of the interconnected elements of the reading process based on questions related to literary and informational/persuasive reading passages. Reading passages include both long and short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at:
<http://www.maine.gov/education/lres/pei/index.html>.



ELA-READING RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 8
 SAU: Portland Public Schools
 School: Lincoln Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	158	24	15	73	46	34	22	27	17	846	473	22	44	20	14	849	14481	20	51	21	8	850
Ethnicity																						
African American/Black	35	2	6	9	26	11	31	13	37	837	83	7	31	31	30	839	362	8	43	29	20	843
American Indian or Native Alaskan	0										2						116	10	46	26	18	843
Asian or Pacific Islander	14	2	14	3	21	4	29	5	36	837	44	11	43	25	20	843	231	28	43	19	10	851
Hispanic	7	0	0	5	71	1	14	1	14	847	20	0	55	25	20	842	186	17	48	23	12	847
Caucasian/White	102	20	20	56	55	18	18	8	8	850	324	28	47	15	9	852	13586	20	52	20	8	850
Not Reported	0										0						0					
Identified disability																						
Yes	20	1	5	6	30	5	25	8	40	835	67	1	25	30	43	833	2256	2	25	40	34	834
No	138	23	17	67	49	29	21	19	14	848	406	25	48	18	9	851	12225	23	56	17	4	853
Current LEP																						
Yes	36	0	0	6	17	12	33	18	50	830	97	0	26	40	34	834	324	5	34	36	26	838
No	122	24	20	67	55	22	18	9	7	851	376	27	49	14	9	852	14157	20	52	20	8	850
Economically disadvantaged																						
Yes	74	4	5	23	31	25	34	22	30	838	213	6	37	31	26	839	5277	10	46	29	15	844
No	84	20	24	50	60	9	11	5	6	853	260	35	51	10	4	856	9204	26	54	16	5	853
Migrant																						
Yes	0										0						5	0	40	60	0	841
No	158	24	15	73	46	34	22	27	17	846	473	22	44	20	14	849	14476	20	51	21	8	850
Gender																						
Female	74	11	15	35	47	14	19	14	19	846	221	25	46	16	13	850	7074	25	51	18	6	852
Male	84	13	15	38	45	20	24	13	15	846	252	19	43	23	15	847	7407	14	51	23	11	847
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	5	0	0	0	0	1	20	4	80	826	158	27	40	18	15	850	857	9	43	35	14	843
No	153	24	16	73	48	33	22	23	15	847	315	19	47	21	14	848	13624	20	52	20	8	850
Gifted/talented program																						
Yes	2										17	82	18	0	0	872	700	69	30	1	0	867
No	156	23	15	72	46	34	22	27	17	846	456	20	45	20	15	848	13781	17	52	22	9	849

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA-READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009

Grade: 8

SAU: Portland Public Schools

School: Lincoln Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	11	0	0	6	35	5	29	6	35	836	9	7	26	31	36	837	8	8	39	29	24	841
B. less than one hour	51	15	19	37	47	19	24	7	9	849	47	21	47	20	11	849	51	17	53	22	8	849
C. one to two hours	36	8	15	25	46	10	19	11	20	845	41	25	47	17	10	851	36	24	52	18	5	852
D. more than two hours	2	1	33	2	67	0	0	0	0	862	3	50	29	14	7	860	5	29	45	18	9	852
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	36	13	24	26	48	8	15	7	13	850	35	35	46	12	7	855	31	35	50	11	4	856
B. good	48	11	15	34	47	13	18	15	21	845	48	20	46	19	14	848	47	16	55	21	7	849
C. fair	14	0	0	9	43	11	52	1	5	842	14	3	41	39	17	840	18	5	47	33	15	842
D. poor	3	0	0	1	25	2	50	1	25	842	3	8	23	38	31	839	3	2	39	37	22	839
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	24	7	19	24	65	5	14	1	3	853	28	31	46	15	7	854	32	27	54	14	5	853
B. They match some of what I have learned.	51	13	17	36	47	19	25	9	12	848	54	22	49	21	8	851	52	18	53	22	8	850
C. They match just a little of what I have learned.	19	3	10	9	31	7	24	10	34	840	14	9	36	22	33	840	12	11	45	29	15	844
D. There is no match.	6	1	11	1	11	3	33	4	44	828	5	9	23	32	36	834	4	6	34	33	26	838
How difficult was the reading part of this test?																						
A. more difficult than my regular schoolwork	22	2	6	10	29	8	24	14	41	836	16	5	41	28	26	840	15	13	42	28	17	844
B. about the same as my regular schoolwork	58	18	20	43	49	18	20	9	10	849	64	26	46	18	10	851	64	19	53	20	7	850
C. easier than my regular schoolwork	20	4	13	17	57	8	27	1	3	851	20	26	47	18	9	852	22	25	52	16	6	852
How difficult were the reading passages on this test?																						
A. Most of the passages were more difficult than what I normally read.	15	1	4	5	22	8	35	9	39	834	13	5	30	40	25	838	8	6	34	34	26	838
B. Most of the passages were about the same as what I normally read.	56	11	13	39	46	21	25	13	15	845	50	15	48	22	14	846	52	14	54	24	8	848
C. Most of the passages were easier than what I normally read.	29	12	28	25	58	5	12	1	2	857	37	40	46	9	5	858	40	30	53	13	4	855
How hard did you try on the reading part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	38	3	5	21	37	18	32	15	26	839	32	13	43	28	17	845	39	19	50	22	9	849
B. I tried about the same as I do on my regular schoolwork.	55	18	22	48	58	12	14	5	6	852	58	27	48	15	9	852	54	21	53	19	7	851
C. I did not try as hard on this test as I do on my regular schoolwork.	8	3	25	1	8	4	33	4	33	841	10	28	32	21	19	848	7	12	46	27	15	845
How much time do you spend reading at home each day?																						
A. more than one hour	19	3	10	14	48	5	17	7	24	845	20	28	49	14	9	853	19	26	53	15	6	853
B. 20 minutes to an hour	47	15	21	30	42	16	23	10	14	848	47	28	45	18	8	852	40	25	52	17	6	852
C. less than 20 minutes	18	4	15	14	52	6	22	3	11	847	15	10	46	24	19	843	15	18	51	21	10	849
D. I rarely read at home.	16	2	8	12	48	7	28	4	16	844	18	10	40	27	24	842	26	7	50	30	13	844
How do you feel about the following statement?																						
"My knowledge of reading will be useful to me as an adult."																						
A. strongly agree	51	12	16	35	45	15	19	15	19	846	48	28	44	16	11	851	42	27	51	15	6	853
B. agree	44	10	15	32	48	16	24	8	12	848	44	17	48	21	13	848	50	15	53	23	9	848
C. disagree	4	0	0	3	50	2	33	1	17	840	6	7	29	39	25	838	7	8	46	32	14	843
D. strongly disagree	1	1	50	0	0	1	50	0	0	851	2	14	57	29	0	847	2	6	39	35	21	840
Optional school/SAU question																						
A.	13	0	0	0	0	0	0	1	100	826	19	0	40	40	20	836						
B.	50	1	25	1	25	1	25	1	25	849	31	13	25	13	50	839						
C.	13	0	0	0	0	1	100	0	0	840	23	0	33	33	33	840						
D.	25	1	50	0	0	0	0	1	50	842	27	29	14	14	43	839						

MATHEMATICS RESULTS

Test Date: March 2009
Grade: 8
SAU: Portland Public Schools
School: Lincoln Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 862–880)	2006-2007	21	13	57	11	1952	13
	2007-2008	9	6	53	11	1657	11
	2008-2009	11	7	67	14	2116	15
	Cum. Total*	41	9	177	12	5725	13
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 842–860)	2006-2007	45	28	172	34	5870	38
	2007-2008	68	48	179	39	5956	40
	2008-2009	56	35	158	33	5443	38
	Cum. Total*	169	37	509	35	17269	39
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 830–840)	2006-2007	39	24	143	28	3982	26
	2007-2008	27	19	103	22	3729	25
	2008-2009	42	27	116	25	3556	25
	Cum. Total*	108	23	362	25	11267	25
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 800–828)	2006-2007	56	35	140	27	3534	23
	2007-2008	37	26	129	28	3579	24
	2008-2009	49	31	132	28	3356	23
	Cum. Total*	142	31	401	28	10469	23

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Mathematics Total Points	56	100	25.1	44.8	27.1	48.4	28.6	51.1
A. Number	8	14	3.4	42.5	3.5	43.8	3.7	46.3
B. Data	16	29	8.1	50.6	8.7	54.4	8.9	55.6
C. Geometry	12	21	3.9	32.5	4.6	38.3	5.0	41.7
D. Algebra	20	36	9.7	48.5	10.3	51.5	10.9	54.5

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.



MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 8
 SAU: Portland Public Schools
 School: Lincoln Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	158	11	7	56	35	42	27	49	31	837	473	14	33	25	28	840	14471	15	38	25	23	843
Ethnicity																						
African American/Black	38	1	3	6	16	12	32	19	50	826	86	6	19	28	48	829	367	6	24	26	44	831
American Indian or Native Alaskan	0										2						114	5	31	32	32	836
Asian or Pacific Islander	14	3	21	1	7	3	21	7	50	834	44	16	25	30	30	841	233	27	33	20	21	847
Hispanic	7	0	0	5	71	0	0	2	29	838	20	5	35	20	40	834	190	8	31	26	34	836
Caucasian/White	99	7	7	44	44	27	27	21	21	841	321	17	38	23	22	843	13567	15	38	25	22	843
Not Reported	0										0						0					
Identified disability																						
Yes	19	0	0	3	16	5	26	11	58	825	66	0	14	18	68	822	2242	2	12	22	63	824
No	139	11	8	53	38	37	27	38	27	838	407	16	37	26	21	843	12229	17	42	25	16	846
Current LEP																						
Yes	39	1	3	2	5	10	26	26	67	820	100	2	12	28	58	825	336	6	18	26	51	829
No	119	10	8	54	45	32	27	23	19	842	373	17	39	24	20	844	14135	15	38	25	23	843
Economically disadvantaged																						
Yes	77	3	4	16	21	19	25	39	51	828	216	6	20	26	48	830	5270	6	30	28	36	835
No	81	8	10	40	49	23	28	10	12	845	257	21	44	23	11	848	9201	20	42	22	16	847
Migrant																						
Yes	0										0						5	0	0	40	60	828
No	158	11	7	56	35	42	27	49	31	837	473	14	33	25	28	840	14466	15	38	25	23	843
Gender																						
Female	73	4	5	25	34	20	27	24	33	835	220	14	34	25	26	841	7070	15	39	25	22	843
Male	85	7	8	31	36	22	26	25	29	838	253	14	33	24	29	839	7401	14	36	25	25	842
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	5	0	0	0	0	0	0	5	100	802	158	18	34	21	27	843	857	5	25	33	37	835
No	153	11	7	56	37	42	27	44	29	838	315	12	33	26	29	839	13614	15	38	24	22	843
Gifted/talented program																						
Yes	2										17	82	18	0	0	870	700	68	27	3	1	866
No	156	11	7	54	35	42	27	49	31	836	456	12	34	25	29	839	13771	12	38	26	24	841

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009

Grade: 8

SAU: Portland Public Schools

School: Lincoln Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
		%	N	%	N	%	N	%	N			%	%	%	%			%	%	%	%	
How much homework do you do on school nights?																						
A. none	11	1	6	3	18	3	18	10	59	826	9	10	10	21	60	826	8	8	24	24	44	833
B. less than one hour	51	9	12	25	32	24	31	20	26	839	46	14	31	29	26	841	51	12	38	26	23	842
C. one to two hours	36	1	2	26	47	14	25	14	25	838	41	15	43	21	21	843	36	19	40	23	19	845
D. more than two hours	3	0	0	2	50	1	25	1	25	836	3	20	33	20	27	842	5	19	36	22	23	844
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	33	10	20	23	46	8	16	9	18	846	28	29	39	15	17	849	28	33	41	15	11	852
B. good	42	1	2	22	35	18	29	22	35	834	46	13	38	23	26	841	45	11	43	25	21	842
C. fair	20	0	0	9	30	13	43	8	27	833	20	2	23	42	33	833	21	3	27	35	35	834
D. poor	5	0	0	0	0	3	38	5	63	823	6	0	14	24	62	823	5	2	14	30	54	828
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	26	3	8	19	48	10	25	8	20	842	28	18	40	23	20	845	28	23	41	21	15	848
B. They match some of what I have learned.	49	5	7	28	37	25	33	18	24	839	50	15	35	27	23	842	52	13	40	25	21	843
C. They match just a little of what I have learned.	18	3	11	8	30	5	19	11	41	835	17	12	29	22	37	835	16	8	28	30	34	836
D. There is no match.	7	0	0	1	9	2	18	8	73	816	6	4	12	23	62	821	4	5	15	22	58	826
How difficult was the mathematics part of this test?																						
A. more difficult than my regular schoolwork	36	3	5	9	16	12	22	31	56	827	38	8	25	28	39	833	32	6	34	29	32	837
B. about the same as my regular schoolwork	48	2	3	35	47	27	36	10	14	841	49	13	41	26	20	843	52	13	41	25	20	843
C. easier than my regular schoolwork	16	6	24	12	48	3	12	4	16	849	12	43	34	11	13	854	16	39	35	13	13	853
How hard did you try on the mathematics part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	38	5	9	12	21	19	33	22	38	833	32	10	26	33	31	836	42	12	38	26	25	841
B. I tried about the same as I do on my regular schoolwork.	52	5	6	40	51	17	22	17	22	841	58	18	39	20	22	844	52	17	39	23	20	845
C. I did not try as hard on this test as I do on my regular schoolwork.	9	1	7	3	21	5	36	5	36	836	10	4	33	26	37	834	7	12	27	27	35	837
How often do you use calculators in mathematics class?																						
A. almost every day	23	6	17	12	34	9	26	8	23	842	30	17	42	21	19	844	34	18	40	22	20	845
B. two or three days a week	40	4	6	23	37	21	34	14	23	839	40	16	32	29	23	842	35	14	38	26	21	843
C. two or three times each month	21	1	3	13	39	8	24	11	33	835	19	13	31	22	34	838	18	12	37	27	24	841
D. never or almost never	16	0	0	8	33	4	17	12	50	829	11	4	27	20	49	830	13	9	32	25	34	837
How often do you use laptops in mathematics class?																						
A. almost every day	24	10	28	17	47	4	11	5	14	849	10	23	41	9	27	842	9	13	38	23	26	841
B. two or three days a week	29	1	2	10	22	17	38	17	38	832	15	4	26	31	38	833	17	11	37	26	26	841
C. two or three times each month	29	0	0	18	41	14	32	12	27	837	34	16	38	26	19	843	28	15	40	25	20	844
D. never or almost never	18	0	0	11	39	7	25	10	36	833	41	15	32	25	28	841	46	16	36	24	23	843
How do you feel about the following statement?																						
“My knowledge of mathematics will be useful to me as an adult.”																						
A. strongly agree	57	10	11	32	37	20	23	25	29	840	54	19	38	21	22	844	52	19	41	22	18	846
B. agree	36	1	2	23	43	18	33	12	22	837	38	11	33	28	28	839	39	11	35	27	27	840
C. disagree	5	0	0	0	0	2	29	5	71	814	5	0	16	32	52	826	6	7	28	26	39	835
D. strongly disagree	3	0	0	1	25	2	50	1	25	838	2	0	27	27	45	829	3	4	25	28	43	832
Optional school/SAU question																						
A.	11	0	0	0	0	0	0	1	100	810	19	0	20	40	40	832						
B.	44	0	0	2	50	1	25	1	25	840	30	0	25	13	63	825						
C.	22	0	0	0	0	1	50	1	50	826	26	14	14	29	43	833						
D.	22	0	0	1	50	0	0	1	50	823	26	0	29	29	43	830						

SCIENCE RESULTS

Test Date: March 2009
Grade: 8
SAU: Portland Public Schools
School: Lincoln Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information, analyze and solve difficult problems, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (Scaled Score 862–880)	2008-2009*	10	6	62	13	2155	15
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve routine problems and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (Scaled Score 842–860)	2008-2009*	63	39	195	41	6687	47
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (Scaled Score 828–840)	2008-2009*	47	29	128	27	3672	26
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems. Explanations are illogical, incomplete, or missing. There are many inaccuracies. (Scaled Score 800–826)	2008-2009*	40	25	89	19	1749	12

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Science Total Points	56	100	27.6	49.3	30.2	53.9	32.0	57.1
D. The Physical Setting	31	55	14.7	47.4	16.2	52.3	17.1	55.2
D1/D2 Earth/Space	17	30	8.1	47.6	8.8	51.8	9.4	55.3
D3/D4 Matter and Energy/Force and Motion	14	25	6.6	47.1	7.3	52.1	7.7	55.0
E. The Living Environment	25	45	12.9	51.6	14.0	56.0	14.9	59.6

The MEA assesses students’ science knowledge based on questions that measure the science accountability content standards highlighted in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at:
<http://www.maine.gov/education/lres/pei/index.html>.

Content Standard D. The Physical Setting
D1 - Universe and Solar System
D2 - Earth
D3 - Matter and Energy
D4 - Force and Motion

Content Standard E. The Living Environment
E1 - Biodiversity
E2 - Ecosystems
E3 - Cells
E4 - Heredity and Reproduction
E5 - Evolution

SCIENCE RESULTS

(CONTINUED)

Test Date: March 2009
Grade: 8
SAU: Portland Public Schools
School: Lincoln Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	160	10	6	63	39	47	29	40	25	838	474	13	41	27	19	843	14263	15	47	26	12	846
Ethnicity																						
African American/Black	39	1	3	8	21	10	26	20	51	826	86	2	24	36	37	831	360	4	31	35	30	835
American Indian or Native Alaskan	0										2						114	8	39	31	22	839
Asian or Pacific Islander	14	1	7	4	29	3	21	6	43	833	44	7	41	27	25	840	230	20	44	23	13	848
Hispanic	7	0	0	4	57	2	29	1	14	841	20	5	30	50	15	838	184	9	45	29	16	842
Caucasian/White	100	8	8	47	47	32	32	13	13	844	322	17	46	23	13	847	13375	15	47	25	12	846
Not Reported	0										0						0					
Identified disability																						
Yes	19	2	11	3	16	6	32	8	42	833	66	3	18	30	48	829	2221	3	22	36	38	832
No	141	8	6	60	43	41	29	32	23	839	408	15	45	26	14	845	12042	17	51	24	7	848
Current LEP																						
Yes	40	1	3	3	8	9	23	27	68	821	100	2	15	40	43	829	331	4	20	39	37	832
No	120	9	8	60	50	38	32	13	11	844	374	16	48	24	12	847	13932	15	48	25	12	846
Economically disadvantaged																						
Yes	78	2	3	17	22	24	31	35	45	829	216	4	24	38	34	833	5184	6	40	33	21	840
No	82	8	10	46	56	23	28	5	6	847	258	21	56	18	6	851	9079	20	51	21	8	849
Migrant																						
Yes	0										0						5	0	0	80	20	829
No	160	10	6	63	39	47	29	40	25	838	474	13	41	27	19	843	14258	15	47	26	12	846
Gender																						
Female	75	2	3	27	36	24	32	22	29	835	222	11	41	29	19	842	6953	14	47	28	11	846
Male	85	8	9	36	42	23	27	18	21	842	252	15	41	25	19	844	7310	16	46	24	13	846
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	6	0	0	0	0	1	17	5	83	812	158	18	39	26	17	845	828	5	35	40	20	839
No	154	10	6	63	41	46	30	35	23	840	316	11	42	28	20	842	13435	16	48	25	12	846
Gifted/talented program																						
Yes	2										17	65	29	6	0	866	699	65	34	2	0	865
No	158	10	6	62	39	46	29	40	25	838	457	11	42	28	19	842	13564	13	48	27	13	845

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

SCIENCE RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009
Grade: 8
SAU: Portland Public Schools
School: Lincoln Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	12	2	11	3	17	4	22	9	50	829	9	7	19	28	47	829	8	8	34	28	30	837
B. less than one hour	50	8	10	29	37	29	37	12	15	842	46	12	42	30	16	843	51	14	48	27	11	846
C. one to two hours	36	0	0	28	50	12	21	16	29	838	41	17	46	24	14	846	36	19	48	24	9	848
D. more than two hours	3	0	0	3	75	0	0	1	25	838	3	13	53	13	20	845	5	17	49	20	14	847
Which of the following best describes how you rate yourself as a student in science?																						
A. very good	29	6	13	20	44	8	18	11	24	842	30	21	50	15	14	849	23	27	47	17	8	851
B. good	54	4	5	37	45	29	35	13	16	840	53	13	44	31	12	844	53	15	50	26	10	847
C. fair	13	0	0	6	30	5	25	9	45	831	13	2	26	35	37	832	20	4	43	35	18	840
D. poor	5	0	0	0	0	2	29	5	71	824	4	0	11	21	68	825	4	4	27	34	35	834
How well do the questions that you have just been given on this MEA test match what you have learned in school about science?																						
A. The questions on the test match what I have learned in science class.	20	4	13	21	68	6	19	0	0	852	24	19	57	18	6	851	26	20	49	23	9	849
B. They match some of what I have learned.	51	4	5	34	43	31	39	10	13	842	50	14	42	33	11	845	51	14	48	26	11	846
C. They match just a little of what I have learned.	17	2	7	8	30	5	19	12	44	834	19	8	34	27	31	838	18	13	44	28	15	844
D. There is no match.	12	0	0	0	0	2	11	16	89	812	7	0	10	10	81	819	4	5	33	30	32	836
How difficult was the science part of this test?																						
A. more difficult than my regular schoolwork	39	2	3	16	27	16	27	25	42	831	35	13	31	26	30	839	32	13	45	28	14	844
B. about the same as my regular schoolwork	52	8	10	40	51	22	28	9	11	845	58	14	48	27	11	846	56	15	49	25	11	847
C. easier than my regular schoolwork	10	0	0	7	47	6	40	2	13	840	7	16	44	28	13	846	11	21	43	22	13	847
How hard did you try on the science part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	39	4	7	21	35	14	23	21	35	836	32	11	39	24	27	840	39	14	47	27	12	845
B. I tried about the same as I do on my regular schoolwork.	54	6	7	42	51	25	30	10	12	843	58	15	47	27	10	847	55	17	48	25	10	847
C. I did not try as hard on this test as I do on my regular schoolwork.	7	0	0	0	0	4	36	7	64	817	9	12	23	28	37	834	6	8	36	29	26	839
Which courses do you plan to take before you graduate from high school?																						
A. earth and space science and/or biology	35	2	4	16	30	19	35	17	31	834	29	6	39	33	21	839	26	9	48	29	14	844
B. the course(s) described in A, plus chemistry	27	2	5	21	51	14	34	4	10	844	22	12	45	28	15	844	23	17	49	22	12	847
C. the course(s) described in B, plus physics	22	6	18	18	55	4	12	5	15	848	29	26	48	14	11	851	21	31	44	17	7	852
D. a life science and physical science class	16	0	0	8	32	7	28	10	40	830	20	6	34	34	26	837	30	7	46	32	14	842
How well does the following statement reflect your future goals? "I am interested in a career related to science, technology, engineering, or mathematics."																						
A. strongly agree	32	6	12	17	35	8	16	18	37	838	30	16	41	21	21	844	27	23	47	20	10	849
B. agree	34	2	4	24	46	20	38	6	12	841	34	10	45	31	14	843	37	14	47	27	12	846
C. disagree	26	2	5	18	45	11	28	9	23	840	27	15	43	23	19	844	25	11	48	29	12	845
D. strongly disagree	9	0	0	4	29	5	36	5	36	829	8	11	29	37	24	838	11	9	44	31	17	842
How do you feel about the following statement? "My knowledge of science will be useful to me as an adult."																						
A. strongly agree	37	5	9	23	41	14	25	14	25	840	36	19	43	20	18	846	31	22	46	22	10	849
B. agree	49	4	5	31	41	23	31	17	23	839	51	12	44	30	15	844	50	14	49	26	11	846
C. disagree	11	1	6	7	41	4	24	5	29	837	11	6	37	29	29	836	14	9	45	31	15	843
D. strongly disagree	3	0	0	2	40	2	40	1	20	832	2	0	18	36	45	830	5	3	38	34	25	837
Optional school/SAU question																						
A.	11	0	0	0	0	0	0	1	100	812	19	0	0	60	40	825						
B.	44	0	0	3	75	0	0	1	25	839	30	0	38	0	63	826						
C.	22	0	0	0	0	0	0	2	100	813	26	0	29	29	43	830						
D.	22	0	0	0	0	1	50	1	50	816	26	14	14	29	43	832						

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards
N = Number